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ABSTRACT

Using the data from Project Talent and the Growth Study conducted by Educational Testing Service, this study determined the changes from 1961 to 1967 in the proportion of high school graduates, categorized by ability and socioeconomic status (SES), who made particular post-high school educational decisions. For males, the educational alternatives were: four-year college; junior college; technical or trade school; armed forces school, or none. For females, the choices were: four-year college, junior college; nursing school; secretarial, business or technical school; or none. The following conclusions were reached: (1) students pursuing some kind of postsecondary education increased for all SES groups for each sex; (2) male increases were greater for lower ability and lower SES groups, while for females, the increase was related only to ability; (3) four-year college attendance increased for all groups except lower ability males; (4) technical-trade school attendance increased slightly for males, primarily for lower ability and lower SES students; (5) technical-trade school attendance decreased slightly for females; (6) there was a large increase in junior college attendance, particularly among lower ability students; and (7) four-year college attendance decreased most for low ability, high SES students. (MH)

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Education After High School in 1961 and 1967

Thomas L. Hilton and Cathleen Patrick Bower

In 1962 approximately 45,000 Project Talent subjects who had graduated from high school one year earlier responded to a questionnaire inquiring about what they did after graduation. Schoenfeldt divided the respondents into socio-economic quarters and ability quarters and reported the percentages within each of the sixteen cells who attended five kinds of schools as well as the percentage attending no school (1968). In 1968 the Growth Study at Educational Testing Service conducted a similar follow-up of a nationwide sample of students who had graduated in 1967 (Warren, 1971, and Hilton and Patrick, 1970). Since ability test data were available for the subjects and also family background data it was possible approximately to duplicate Schoenfeldt's study. The objective of the present study was to ascertain what changes took place from 1961 to 1967 in the proportion of high school graduates, categorized by ability and socio-economic status (SES), who followed certain post-high school educational pathways.

For the men the educational alternatives were (1) four-year college, (2) junior college, (3) technical school or trade school, (4) armed forces school and (5) none. For the women they were (1) four-year college, (2) junior college, (3) nursing school or secretarial or business or technical school, and (4) none. The following predictions were made:

1. All categories of education would show a percentage increase in enrollment.
2. Percentage increases for junior colleges would be relatively greater than the other categories, especially for the lower ability students.

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3. The percentage increase in post high school attendance would be greater for low SES students than for high SES students.
4. The percentage increase in post high school attendance would be greater for low ability students than high ability students.

Data Sources

Project Talent. The data reported by Schoenfeldt resulted from a nationwide survey of approximately 100,000 11th graders who were first tested in 1960 as one cohort of the first Project Talent testing. These students were a probability sample of approximately 5% of the public, private and parochial high schools in the country. In 1962, 45,778 or 45% of the subjects returned a follow-up questionnaire one year after being graduated from high school. The sample further shrunk from 45,778 to 38,106 as a result of subjects either missing or having only partial 1960 test data. Weights were applied to correct for differential sampling ratios in the different strata of the original sample and also for possible bias introduced by the questionnaire non-respondents.

Growth Study. The Growth Study sample is an opportunity sample designed to be representative of the range of U. S. school systems with respect to geographical region, size, proportion of graduates who attend college, and urban-rural location. Comparison of the SES characteristics of the Growth Study sample with the SES characteristics of the Coleman Study sample (Coleman et al., 1966) shows them to be quite similar (See Figure 1).[1] There is, however, a geographical bias in the Growth Study

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Insert Figure 1 about here

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[1]The Growth Study "core sample" is the sub-sample of students with data for all testing occasions.

sample resulting from the withdrawal from the sample, early in the study, of a large Southern school system and also an over-representation of students attending schools in the far west. This bias will be discussed further shortly.

As part of the Growth Study, 7522 students were tested as 11th graders in the fall of 1965. They were given a battery of achievement and ability tests and a biographical questionnaire. These students then graduated in June 1967, and nine months later all members of the graduating class (approximately 7000 students) were sent a follow-up questionnaire inquiring primarily about their post-high school activity. A response rate of 76% was achieved. The two main causes of non-responding are believed to have been unknown forwarding addresses and military service (Warren, 1971).

Methods

Project Talent. As mentioned above, the Project Talent sample of respondents was weighted to correct for differential sampling ratios and possible non-respondent bias. This expanded sample was divided into ability quarters by means of a general academic aptitude score obtained from a composite of thirteen aptitude tests administered as part of the Project Talent battery. They were grouped into SES quarters by means of a weighting of nine biographical items, including value of home, family income, books in home, appliances, TV, radio and so forth, whether student had his own room, father's occupation, father's education, and mother's education. Then, within each of the SES-ability cells the percentage of students who attended five types of schools was computed.

Growth Study. In the Growth Study analysis the dividing into groups was done in two ways. In the first the sample which was divided consisted of those students who participated in the nationwide Grade 11 test administration and the Grade 12 test administration, without any weighting for possible biases. This procedure had the advantage of simplicity. But it had the disadvantage of being subject to response bias since approximately one-fourth of the twelth graders had no follow-up data. This resulted in a substantial loss from the 16 cells, with a disproportionately high loss from the low SES and low ability cells. If the within-cell sample loss was biased with respect to educational attainment--which seemed a distinct possibility--then the validity of the percentages computed could be questioned. Consequently the authors, in a second analysis of the data, estimated the responses of the missing cases. This was done by means of a questionnaire which the sample had completed in their senior year of high school just prior to graduation. In it the students were asked to indicate whether they planned to (1) get a full-time job, (2) join the military service, (3) attend a 4-year college, (4) attend a 2-year college, (5) take training other than a college or (6) become a housewife. Since this Senior Questionnaire was administered by teachers in their classrooms the response rate was nearly 100%.

As the first step in estimating the educational status of the non-respondents the senior year plans of the respondents was compared with their actual follow-up status. This was done separately for each SES-ability cell.

The ratios of actual to expected percentages, shown in Table 1, are interesting in themselves:

1. Actual four-year college attendance was consistently overestimated by all groups, with the tendency decreasing with increasing ability, but not with SES. In other words, low SES students estimated their future plans just as well (or as badly) as high SES students when ability was held roughly constant.
2. Junior college attendance was underestimated by nearly all groups with the tendency increasing with ability and SES.
3. Technical and trade school attendance was underestimated by higher ability and higher SES students.
4. Armed forces school attendance was consistently overestimated by all groups.
5. "No schooling" was consistently underestimated, with the tendency increasing with ability. In other words, a higher percentage of the high ability students attended no school than had planned to.

As the second step the ratios were used as multipliers to estimate what the actual status of the non-respondents would have been, judging from their plans as stated in the senior questionnaire. The procedure makes the assumption that the follow-up non-respondents would over or underestimate their actual education or occupation to the same extent that the respondents did.

Lastly, to adjust for the possible geographical bias mentioned above, the results for each high school were weighted to make the regional frequencies proportional to U.S.O.E. counts of the total number of secondary students in each region.

In grouping the Growth Study students into ability quarters the total score from the Grade 11 School and College Ability Test (SCAT) was used, while the SES grouping was achieved from a weighting of father's occupation (a 7 point scale) and father's education (a 6 point scale). If father's education was missing, mother's education was used. Occupation was given a weight of 7 and education a weight of 4--a procedure which privided an approximation of Hollingshead's index (1968).

Results

The first result was a surprise: the weighting to correct for possible non-response and geographical bias had only a small effect on the observed percentages. In other words the weighted percentages differed from the unweighted percentages by only a small amount, in most cases less than 3 percentage points. Tables 2 and 3, which are based on the weighted percentages, show that the proportion of students pursuing some kind of post-high school education increased for all 16 SES-ability cells for each sex. The increase for boys was greater for the lower ability and lower SES cells while for the girls the amount of increase was related only to ability. However, even after the differential gains, disparities remained between low and high ability students and low and high SES students. The lower ability and lower SES groups still had a substantially higher proportion who did not continue their education in some forms.

Four-year college attendance increased for all cells except for the boys in the lowest ability quantile. For the boys the increase was greater for lower SES students but again no such trend was present for the girls.

Technical-trade school attendance increased slightly for the boys, primarily for lower ability and lower SES students, while attendance decreased slightly for the girls, especially the higher ability and higher SES students.

The increase for junior college attendance was particularly dramatic, especially among lower ability students. These results for junior colleges, highlighted in Table 4, raised the question of how much the results may have been influenced by the growth of junior colleges on the West Coast of the United States. Consequently the tables were computed for the Growth Study schools on the West Coast and then separately for the balance of the sample. Table 5 shows the within cell percentages for the two samples. Table 5 suggests what may happen when an area provides a fully developed junior college system (although other factors must also influence school attendance on the West Coast). From it we see an overall decrease in four-year college attendance, a substantial increase in junior college attendance, a slight decline in technical and trade school attendance and a substantial decrease in those not pursuing any post-high school education. The decrease in "None" was greater for low ability and low SES students while the decrease in four-year college attendance was greater for high SES students suggesting that for higher SES students the junior colleges draw primarily on the four-year colleges while for the low SES students and low ability students they draw on the "None" category.

The increase in junior college attendance was greater for lower SES and lower ability students. Four-year college attendance decreased most dramatically for low ability, high SES students.

Discussion and Conclusion

In the 1950's there was widespread concern over research results which indicated that among less affluent youth a substantially smaller proportion of those with high ability went on to college than among the more affluent youth (See Wolfle, 1954). The major educational significance of this study is that it indicates that the imbalance has been partly redressed. We say "partly redressed" for we still see a significant fraction of the high ability students who are not in higher education. For the low SES quarter 22% of the high ability boys and 25% of the high ability girls were enrolled in neither college nor junior college.

The research also indicates that the growth of junior colleges has had a striking effect on the post-high school educational involvement of all young people. The suggestion in the data is that the junior colleges draw their students primarily from the lower ability ranks. The students who now enroll in junior colleges are students who would not have enrolled in any school previously although a few seem to be students who would have enrolled in four-year colleges. But these observations are speculative: We can not make final statements about the flow of students from data collected at one point in time.

Certain possible limitations of the responses should be kept in mind. The first concerns possible bias in the Growth Study sample, both because of non-respondents and geographical factors. In each case, however, adjustments for the possible bias resulted in only minor changes in the obtained percentages--changes which in no way changed the conclusions reached. It seems unlikely that a completely unbiased sample would provide significant different results.

Drawing conclusions from small differences in the within-cell percentages between the present results and Schoenfeldt's results probably is not justified. It is well known that there is substantial error in assigning subjects to subgroups even when the assignment is made by means of reasonably reliable measures.

The general trend of the results is, however, inescapable. The percentage of students who continued their education after high school increased substantially from 1961 to 1968, particularly among lower SES and lower ability students.

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Appendix

A - Items used by Project Talent and Growth Study for purposes of Categorizing students

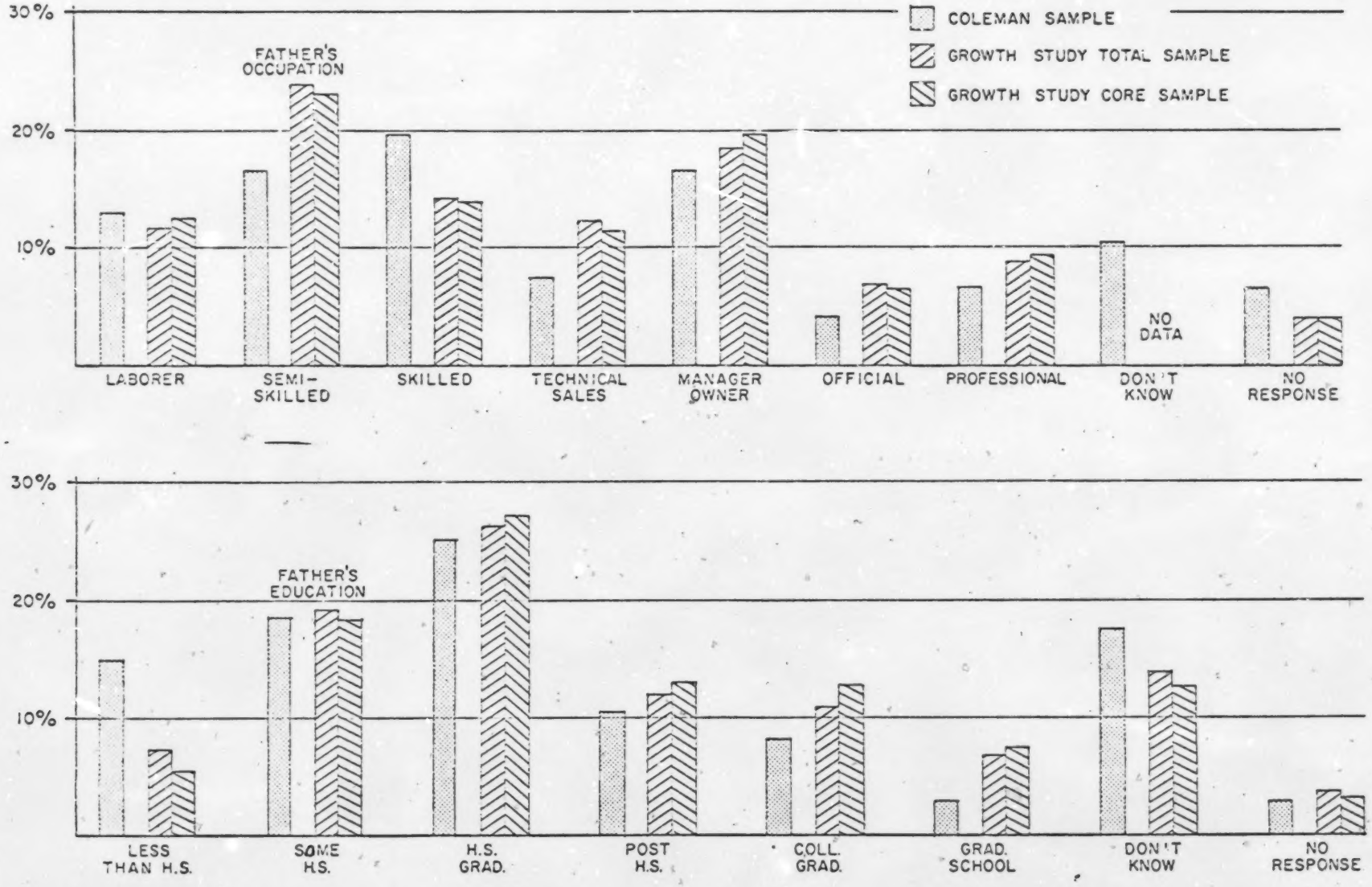

Figure 1. Comparison of Coleman Sample, and Two Growth Samples of U.S. Ninth Graders

Figure 1

Questionnaire Item Used by Project Talent

13. Have you attended any school since leaving high school?

☐ Yes.

☐ No.

If you answered "Yes," fill in one or more of the following:

Type	Date Began Attending
☐ A college offering the bachelor's degree or higher	Month Year
☐ A junior or community college offering not more than 2 years of work	Month Year
☐ A technical institute (not part of a college or university)	Month Year
☐ A school of nursing (3-year program)	Month Year
☐ A school of practical nursing	Month Year
☐ A secretarial or business school	Month Year
☐ A trade or apprentice school	Month Year
☐ An Armed-Forces enlisted-man's school	Month Year
☐ Other_____	Month Year

Figure 2

Questionnaire Item Used by Growth Study

21. If you are in school, check <u>one</u> statement below that best describes the kind of school it is.

If you are not in school at all, check C(1).

(None*)	C(1) _____	I do not go to any kind of school, or go less than 3 hours a week.
(None)	C(2) _____	I go to classes regularly at least once a week in connection with my job.
(Tech.-Trade)	C(3) _____	I go to classes at least 3 hours a week for vocational training in a school that does not offer college credit. (For example: a school of cosmetology, or technician training).
(None)	C(4) _____	I go to classes at least 3 hours a week, but not for a job or college credit.
(Jr. College)	C(5) _____	I go to a junior college and take less than 11 hours of classes for credit.
	C(6) _____	I go to a junior college and take 11 hours of classes or more for credit.
(4-year college)	C(7) _____	I go to a 4-year college or university and take less than 11 hours of classes for credit.
	C(8) _____	I go to a 4-year college or university and take 11 hours of classes or more for credit.
(Armed Forces School)	C(9) _____	I am in a full-time military training program or school (on active duty).

*Method of coding for reporting purposes

Ratio of Actual to Expected Plans[1] by Socioeconomic Status and General Academic Ability

Sample: Growth Study, N = 4032

Lowest Socioeconomic Quarter

	Low Ability	2nd Quarter	3rd Quarter	High Ability	Sub Total
Four-year college	.6	.7	.8	.7	.7
Junior college	.9	.8	.9	2.3	1.2
Tech-Trade school	.8	.6	.6	2.4	1.1
Armed Forces school	.2	.3	.8	.1	.3
None	1.6	1.7	1.8	2.0	1.8

2nd Socioeconomic Quarter

	Low Ability	2nd Quarter	3rd Quarter	High Ability	Sub Total
Four-year college	.4	.6	.8	.8	.7
Junior college	1.1	1.1	1.1	1.4	1.2
Tech-Trade school	.8	.8	.8	1.4	1.0
Armed Forces school	.5	.4	.2	1.0	.5
None	1.4	1.7	1.6	2.0	1.7

3rd Socioeconomic Quarter

	Low Ability	2nd Quarter	3rd Quarter	High Ability	Sub Total
Four-year college	.5	.7	.7	.9	.7
Junior college	1.3	1.0	1.8	1.4	1.4
Tech-Trade school	.7	1.1	1.2	1.5	1.1
Armed Forces school	.3	.4	.8	.5	.5
None	1.5	1.7	2.0	1.6	1.7

High Socioeconomic Quarter

	Low Ability	2nd Quarter	3rd Quarter	High Ability	Sub Total
Four-year college	.6	.6	.8	.9	.7
Junior college	1.1	1.4	1.4	2.3	1.5
Tech-Trade school	1.1	1.2	2.0	2.1	1.6
Armed Forces school	.1	1.2	.2	.9	.6
None	1.7	2.1	2.1	2.6	1.9

	Sub-Total				Total
Four-year college	.5	.7	.8	.8	.7
Junior college	1.1	1.1	1.3	1.6	1.3
Tech-Trade school	.8	.9	1.1	1.8	1.2
Armed Forces school	.3	.6	.5	.6	.5
None	1.5	1.8	1.9	2.0	1.8

[1] Figures in table are the percentage responding in each category of Follow-Up Questionnaire divided by percentage responding to comparable category of Senior Questionnaire.

Table 2

Percentages of Males in Five Post-High School Education Groups by Socioeconomic Status and General Academic Ability

For Project Talent and Weighted Growth Study Sample (In parentheses)

Lowest Socioeconomic Quarter

	Low Ability		2nd Quarter		3rd Quarter		High Ability	
Four-year college	5	(5)	9	(20)	26	(33)	42	(54)
Junior college	4	(23)	7	(24)	6	(19)	16	(25)
Tech-Trade school	4	(12)	5	(7)	5	(5)	3	(5)
Armed Forces school	8	(6)	16	(6)	10	(18)	8	(5)
None	79	(54)	63	(44)	53	(23)	31	(12)
	100%	(100%)	100%	(100%)	100%	(100%)	100%	(100%)
N		(202)		(142)		(104)		(65)

Second Socioeconomic Quarter

	Low Ability		2nd Quarter		3rd Quarter		High Ability	
Four-year college	11	(8)	18	(22)	28	(42)	66	(69)
Junior college	3	(29)	7	(26)	10	(38)	8	(15)
Tech-Trade school	6	(14)	9	(6)	5	(3)	3	(1)
Armed Forces school	8	(7)	13	(11)	9	(4)	6	(5)
None	72	(42)	53	(36)	48	(14)	17	(10)
	100%	(100%)	100%	(100%)	100%	(100%)	100%	(100%)
N		(214)		(180)		(204)		(105)

Third Socioeconomic Quarter

	Low Ability		2nd Quarter		3rd Quarter		High Ability	
Four-year college	9	(11)	25	(34)	38	(42)	71	(76)
Junior college	7	(25)	11	(25)	10	(37)	8	(16)
Tech-Trade school	8	(6)	5	(6)	8	(5)	3	(1)
Armed Forces school	6	(4)	10	(7)	10	(5)	5	(3)
None	70	(54)	49	(28)	34	(11)	13	(5)
	100%	(100%)	100%	(100%)	100%	(100%)	100%	(100%)
N		(208)		(159)		(212)		(160)

Highest Socioeconomic Quarter

	Low Ability		2nd Quarter		3rd Quarter		High Ability	
Four-year college	23	(16)	33	(43)	61	(68)	85	(87)
Junior college	11	(39)	12	(32)	11	(13)	5	(7)
Tech-Trade school	10	(4)	8	(5)	5	(3)	1	(1)
Armed Forces school	7	(4)	8	(7)	5	(2)	2	(1)
None	49	(36)	39	(14)	18	(14)	7	(4)
	100%	(100%)	100%	(100%)	100%	(100%)	100%	(100%)
N		(65)		(99)		(142)		(223)

Table 3

Percentages of Females in Five Post-High School Education Groups by Socioeconomic Status and General Academic Ability

For Project Talent and Weighted Growth Study Sample (In parentheses)

Lowest Socioeconomic Quarter

	Low Ability		2nd Quarter		3rd Quarter		High Ability	
Four-year college	6	(8)	8	(13)	18	(31)	36	(49)
Junior college	2	(9)	5	(10)	7	(14)	8	(25)
Tech-Trade school	6	(12)	13	(9)	13	(9)	14	(5)
Armed Forces school	0	(0)	0	(1)	0	(0)	0	(0)
None	86	(72)	74	(67)	62	(45)	42	(20)
	100%	(100%)	100%	(100%)	100%	(100%)	100%	(100%)
N		(286)		(205)		(137)		(54)

Second Socioeconomic Quarter

	Low Ability		2nd Quarter		3rd Quarter		High Ability	
Four-year college	8	(6)	8	(16)	22	(41)	43	(51)
Junior college	4	(20)	4	(23)	8	(15)	8	(15)
Tech-Trade school	13	(16)	15	(8)	21	(6)	15	(2)
Armed Forces school	0	(1)	0	(0)	0	(0)	0	(4)
None	75	(57)	73	(53)	49	(38)	34	(27)
	100%	(100%)	100%	(100%)	100%	(100%)	100%	(100%)
N		(222)		(266)		(190)		(114)

Third Socioeconomic Quarter

	Low Ability		2nd Quarter		3rd Quarter		High Ability	
Four-year college	7	(10)	14	(35)	32	(54)	62	(63)
Junior college	6	(23)	7	(20)	8	(19)	9	(17)
Tech-Trade school	13	(14)	20	(10)	14	(7)	13	(6)
Armed Forces school	0	(1)	0	(1)	0	(0)	0	(0)
None	74	(53)	59	(33)	46	(20)	16	(14)
	100%	(100%)	100%	(100%)	100%	(100%)	100%	(100%)
N		(187)		(216)		(230)		(167)

Highest Socioeconomic Quarter

	Low Ability		2nd Quarter		3rd Quarter		High Ability	
Four-year college	14	(22)	30	(35)	51	(61)	80	(82)
Junior college	12	(18)	7	(30)	14	(13)	5	(7)
Tech-Trade school	13	(14)	20	(11)	11	(11)	6	(2)
Armed Forces school	0	(0)	0	(0)	0	(0)	0	(0)
None	61	(46)	43	(23)	24	(14)	9	(10)
	100%	(100%)	100%	(100%)	100%	(100%)	100%	(100%)
N		(93)		(149)		(149)		(196)

Table 4

Gain in Percentage of Males and Females Enrolled in Junior Colleges by Socioeconomic Status and Ability

	Ability Quarter			
	Lowest	2nd	3rd	Highest
		Males		
SES Quarter				
Lowest	25	16	12	4
2nd	22	14	18	6
3rd	21	18	13	1
Highest	32	15	7	4
		Females		
SES Quarter				
Lowest	12	5	10	1
2nd	19	15	9	8
3rd	13	12	9	3
Highest	24	17	4	1

Table 5

Percentages of Total Sample in Five Post-High School Education Groups by Socioeconomic Status and Academic Ability

For Growth Study West Coast Sample and Non-West Coast Sample (In parentheses)

Lowest Socioeconomic Quarter

	Low Ability		2nd Quarter		3rd Quarter		High Ability	
Four-year college	7	(11)	15	(16)	24	(36)	46	(60)
Junior college	39	(7)	42	(7)	38	(8)	40	(7)
Tech-Trade school	11	(12)	4	(10)	6	(10)	5	(6)
Armed Forces school	2	(2)	5	(3)	7	(5)	2	(1)
None	40	(69)	34	(64)	25	(41)	7	(26)
	100%	100%	100%	100%	100%	100%	100%	100%
N	140	(320)	74	(268)	77	(191)	44	(102)

2nd Socioeconomic Quarter

	Low Ability		2nd Quarter		3rd Quarter		High Ability	
Four-year college	4	(9)	9	(20)	30	(47)	64	(61)
Junior college	47	(13)	46	(13)	41	(13)	22	(10)
Tech-Trade school	8	(19)	9	(10)	7	(7)	4	(2)
Armed Forces school	3	(5)	3	(3)	1	(1)	4	(4)
None	37	(55)	33	(54)	22	(32)	6	(22)
	100%	100%	100%	100%	100%	100%	100%	100%
N	164	(261)	115	(300)	110	(258)	83	(166)

3rd Socioeconomic Quarter

	Low Ability		2nd Quarter		3rd Quarter		High Ability	
Four-year college	8	(14)	19	(32)	38	(52)	67	(78)
Junior college	51	(13)	47	(13)	41	(13)	19	(8)
Tech-Trade school	9	(11)	9	(13)	4	(8)	4	(5)
Armed Forces school	2	(5)	1	(3)	1	(5)	1	(1)
None	29	(57)	24	(40)	15	(23)	10	(8)
	100%	100%	100%	100%	100%	100%	100%	100%
N	123	(223)	101	(238)	163	(276)	124	(236)

High Socioeconomic Quarter

	Low Ability		2nd Quarter		3rd Quarter		High Ability	
Four-year college	9	(26)	20	(44)	44	(72)	75	(89)
Junior college	58	(15)	49	(19)	36	(6)	18	(3)
Tech-Trade school	9	(15)	7	(11)	5	(9)	0	(2)
Armed Forces school	2	(2)	5	(5)	1	(1)	0	(1)
None	22	(43)	19	(21)	14	(12)	7	(4)
	100%	100%	100%	100%	100%	100%	100%	100%
N	77	(92)	70	(147)	133	(212)	194	(331)